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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Government** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **SS6CG4 The student will compare and contrast various forms of government.**  a. Describe the ways government systems distribute power: unitary, confederation, and federal.  b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.  c. Describe the two predominant forms of democratic governments: parliamentary and presidential.  **SS6CG5 The student will explain the structure of modern European governments.**  a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.  b. Describe the purpose of the European Union and the relationship between member nations.  **SS6E5 Analyze different economic systems. (red denotes week of 12/1/2014)**   1. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce. 2. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command. 3. Compare the basic types of economic systems found in the UK, Germany, and Russia. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | **SS6E5 Analyze different economic systems. (red denotes week of 12/1/2014)**   1. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce. 2. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command. 3. Compare the basic types of economic systems found in the UK, Germany, and Russia.   **SS6CG4 The student will compare and contrast various forms of government.**  a. Describe the ways government systems distribute power: unitary, confederation, and federal.  b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.  c. Describe the two predominant forms of democratic governments: parliamentary and presidential.  **SS6CG5 The student will explain the structure of modern European governments.**  a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.  b. Describe the purpose of the European Union and the relationship between member nations.  **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | * How is power distributed in different forms of government (unitary, confederation, and federal)? | **Textbook Correlation**   * CG4a: pp. 264-265 (Map of European Union *Confederation*); * CG4b: 85-86; * CG4c: 286-287   (U.K. Parliamentary Democracy)   * DOE PowerPoint on Government * Government Mind map   <http://www.gesvt.com/eitrweb/c4a.html>   * Graphically compare statistics on two countries   <http://www.nationmaster.com/lps/lesson_plan_Government_Formation.htm>   * Parliamentary vs. Presidential Governments   <http://www.essortment.com/parliamentary-versus-presidential-governments-60835.html> |
| **2-3** | * How do citizens participate in different forms of government (autocratic, oligarchic, democratic)? | **Textbook Correlation**   * CG4a: pp. 264-265 (Map of European Union *Confederation*); * CG4b: 85-86; * CG4c: 286-287   (U.K. Parliamentary Democracy)   * DOE PowerPoint on Government * Government Mind map   <http://www.gesvt.com/eitrweb/c4a.html>   * Graphically compare statistics on two countries   <http://www.nationmaster.com/lps/lesson_plan_Government_Formation.htm>   * Parliamentary vs. Presidential Governments   <http://www.essortment.com/parliamentary-versus-presidential-governments-60835.html> |
| **2** | * What are the important democratic features of parliamentary and presidential forms of government? | * CG5a: 286-287 (U.K. Parliamentary Democracy); 298-299 (Germany); Italy NA; 322- 324 (Russia) * CG5b: 264 (Map of European Union); 265 (*A New Era for Europe*) * Unitary, Confederate, and Federal Governments Lesson Plan   <http://www.indianastandardsresources.org/lesson.asp?ID=371>   * Advantages and Disadvantages of federal, confederate and unitary systems of Government   <http://www.dsusd.k12.ca.us/users/scottsh/Govt/Advantagesdisadvantages%20federal.htm> |
| **2** | * How is power distributed in different forms of government (unitary, confederation, and federal)? | * CG5a: 286-287 (U.K. Parliamentary Democracy); 298-299 (Germany); Italy NA; 322- 324 (Russia) * CG5b: 264 (Map of European Union); 265 (*A New Era for Europe*) * Unitary, Confederate, and Federal Governments Lesson Plan   <http://www.indianastandardsresources.org/lesson.asp?ID=371>   * Advantages and Disadvantages of federal, confederate and unitary systems of Government   <http://www.dsusd.k12.ca.us/users/scottsh/Govt/Advantagesdisadvantages%20federal.htm> |
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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | What two terms describe the dividing line between eastern/western and communist/  noncommunist areas? | Media Center research materials; atlas; online and physical textbook; internet. |
| **3** | As a world superpower, the Soviet Union had....  As a world superpower, the United States had... | Media Center research materials; atlas; online and physical textbook; internet |
| **3** | Which was one of the areas of disagreement between the Soviet Union and United States during The Cold War? | Textbooks, computer, primary and secondary resources: |
| **3** | Which condition is considered a superpower? | Textbooks, computer, primary and secondary resources: |
| **3** | Which country was the leader of the Eastern Bloc? | Textbooks, computer, primary and secondary resources: |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | **Integrated** | | |
| All Enduring Understandings | | | | 2-4 | |  | | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * Pure market * Pure command * “what to produce” * “how to produce” * “for whom to produce * Production * Consumer | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * Produce * Goods * Services * Economic systems * Traditional system * Command system * Market economy * Mixed economy * Developed country * Developing country * Economic continuum | | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * Embargos * International trade * Currency * Exchange rate * European Union * Interdependence * Private sector * Financial sector * Agricultural sector | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading  Who, What, When and Where Graphic Organizer | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate** (differentiation of process ) ***WICOR:*** | Students will complete a choice task based on their chosen level of rigor  Students will also engage in using various graphic organizers to engage in the process of learning (ex: Government Graphic Organizer—power, authority, governance) | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources  Online atlas; online textbook | | | | | | | |

**• Monday: Australia**

1. Explain the impact of English colonization on the language and religion of Australia.

**Station Work completed during class period.**

* TOD: What was the impact of English colonization on the language and religion of Australia?

**Tuesday/Wednesday:**

**Thursday:**

Station Work

**Ticket Out Door:** Describe the differences in Climate, Location and Natural Resources between countries in Europe.

**Friday:** Benchmark Review Activity/NHD